

2016 Program Report Card: Even Start Family Literacy Program Connecticut Office of Early Childhood

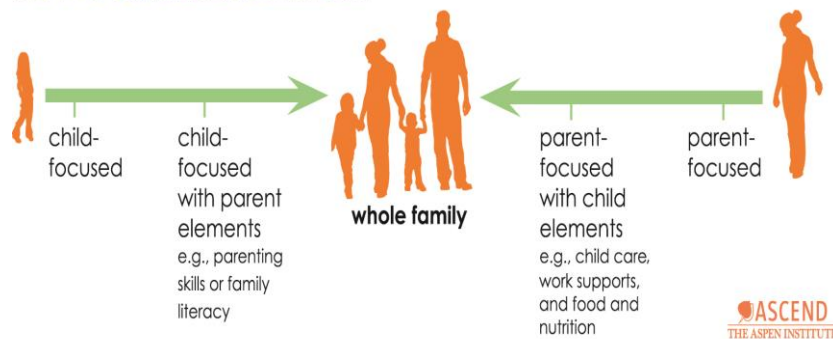
Quality of Life Result: The Even Start Family Literacy Program helps break the cycle of poverty and illiteracy by serving 2 Generations at once. The program improves the educational opportunities of families most in need by combining early childhood education, adult literacy or adult basic education and parenting education into a unified family literacy program.

Program Expenditures	State Funding	Federal Funding	Other Funding	Total Funding
Actual SFY 17	\$451,250			\$451,250
Estimated SFY 18	\$451,250			\$451,250

Note: Federal funding for this program ended in FY 2010-11. Even Start is now funded only by the State of Connecticut.

Partners: Local adult education, federal and state-funded early and community-based early childhood programs, other state agencies such as DCF, DSS and DOL.

The Two-Generation Continuum



Contribution to the Result: - Even Start is a 2 Gen program that serves parents and children together. Parents engage in ESL, adult basic education, adult high school and some vocational programs. Because early intervention is better, Even Start focuses on serving infants and toddlers by providing high quality early childhood education. To help parents become full partners in educating their children, Even Start also provides parenting classes, home visiting and parent & child interactive literacy activities. Even Start contributes to the population goal of ensuring that all children are healthy and ready to learn by age 5 by simultaneously providing services for parents and young children to help parents improve their literacy or basic educational skills; to help parents pursue the educational and vocational goals; to assist children in reaching their full potential as learners; and to assist families in moving toward self-sufficiency and out of poverty.

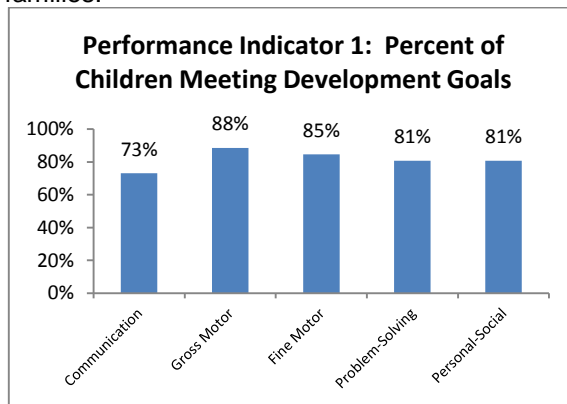
Who do We Serve?

Even Start serves the hardest to reach and the most in need families. Of the 93 adults and children served, 96% live below the poverty line. 22% of families were single parents living alone and another 28% were 'doubled-up' or living with extended family. Almost 80% of parents had no high school diploma and 85% of children had no other early learning experience. Of the children, 52% were Hispanic and 24% were visible minorities.

How Much Did We Do?

Performance Measure 1: Percent of Even Start children meeting developmental milestones. Even Start infants and toddlers are assessed every 4 months using the Ages and Stages questionnaire (ASQ). Between 73 percent and 88 percent of children scored more than 12 points above developmental expectations.

Children lagged most in communication; reflecting overall low literacy of Even Start families.



Story behind the numbers: Infants and Toddlers participated in an average of 58 hours per month in early childhood classrooms, interactive literacy activities and home-based instruction. For infants and toddlers who score

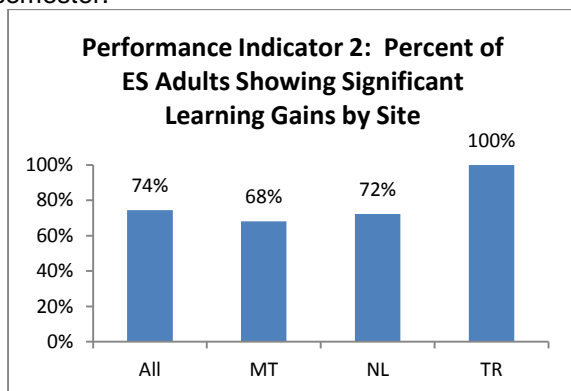
less than 12 points below ASQ cut-offs, Even Start works with families to teach developmentally appropriate activities for parents to do with their children together. Other assessments used for older children include: Phonological Awareness Literacy Screening (PALS), the Peabody Picture Vocabulary Test (PPVT), Concepts About Print, and the Developmental Reading Assessment (DRA).

Research from other states indicates that children who receive Even Start services outperform non-Even Start children. These studies suggest Even Start children score significantly higher on reading readiness and are twice as likely as non-Even Start children to be reading at or above grade level (Link, DE and Wierauch, 2005).

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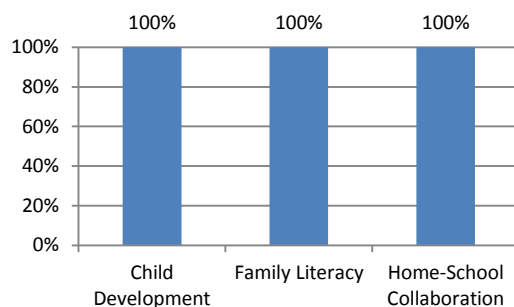
Performance Measure 2: Percent of Even Start parents showing significant learning gains each semester.



Story behind the numbers: Parent education programs include ESL, adult basic education, high school and GED. Parents participate in over 56 hours of programming, on average, per month. The average percent of adults making significant progress during the year on their goals is 74 percent across all three programs; exceeding the overall standard for adult literacy by almost 25 percent. These are impressive gains on measures of high school completion and English language acquisition.

Performance Measure 3: Percent of Even Start parents demonstrating gains in family literacy skills. Parents with deficits show gains over the course of the year in providing appropriate child development activities; providing a rich literacy environment, including reading with the child; and engaging with the child's school and teachers.

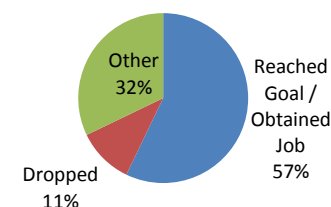
Performance Indicator 3: Percent of ES Parents Making Significant Gains in Parenting Literacy



Story behind the numbers: In the past year, 100% of families with deficits showed improvement in all 3 areas family literacy. Parents participate in parenting education classes, interactive literacy activities (with their child), and home-based instruction visits averaging 13 hours per month. Parents are encouraged to work directly with the child during interactive literacy activities and home-based instruction under the guidance of Even Start staff or collaborators. Parenting education classes are aligned with what children are learning in their early childhood classroom. Concepts underscored in parenting education are enhanced through application during interactive literacy activities and home-based instruction.

Performance Measure 4: Percent of Even Start families moving toward self-sufficiency and out of poverty.

Performance Indicator 4: Percent of Exiting Students Who Reach Goals



Story behind the numbers: In SFY16, 57% of families exited because they had reached their academic goals or obtained a job. Even Start parents face many challenges as they follow their career path. Many of the parents who leave for other reasons or are dropped from Even Start continue to use the program as a resource and complete their studies after they leave. A 2011 study found more than 50 percent of learners go on to more education or job training after Even Start. Families saw an increase of \$12,000 in annual income after leaving Even Start (Carstensen, F and K Parr, 2011).

Link, D.E. and Weirauch, D.M. (2005). Questioning the validity of the evidence against family literacy programming: A critical analysis of the National Even Start Evaluations. Literacy Harvest/ Family Literacy forum, 12, 33-38 New York: Literacy Assistance Center.

Cartsesen, F. and Parr K. (2011) Long Term Outcomes of the Connecticut Even Start Participants Connecticut Center for Economic Analysis, University of Connecticut.